

CHILDREN WITH DISABILITIES: READING & WRITING THE FOUR BLOCKS® WAY LATS BOOK STUDY READING OUTLINE 2009

WEEK #	PAGES	READING ASSIGNMENT	WIKISPACE REFLECTION ASSIGNMENT	DATE WIKISPACE REFLECTION DUE
1	132-138	Questions and Answer	Pick 3 Q & A's that started a new thought process for you and compose a one-paragraph reflection.	11/23/2009
2	6-12	Why Did We Write This Book?	Compose a one-paragraph reflection on the author's purpose for writing the book.	11/30/2009
3	13-29	Overview: Sample Four-Blocks Day in an Inclusive Classroom	List 10 AT strategies noted in this overview of an inclusive classroom	12/07/2009
LATS MEETING	PASCO	BOOK STUDY DISCUSSION/REFLECTION: WEEKS 1-3 FEEDBACK ON BOOK STUDY PROCESS	LATS feedback was positive and want to continue process	12/10/2009
4	30-40	Sample Four-Blocks Day in a Special Education Classroom	Reflect on the sample day in an ESE classroom; discuss one benefit and one challenge to the Four-Blocks Day in this particular setting	12/14/2009
5	41-47	Self-Selected Reading	Explain why mini-lessons are so important in the Self-Selected Reading process. Give an example of a mini-lesson that can be used in each of the following: selecting, reading, sharing	01/11/2010
6	48-52	Children Read and Conference with the Teacher	List 10 websites mentioned in this reading and how they can be utilized in helping students become better readers	01/18/2010
7	53-62	Conference Variations	Explain why conferencing is so important for students with disabilities. Please state specific examples of how conferencing benefits students with disabilities.	01/25/2010
8	63-70	Guided Reading/Purpose/Before Reading	The list on pp 66 provides 8 strategies to use before reading text with students. Select 4 of the 8, explain and provide examples for each.	02/01/2010
9	71-84	Variations During Reading/Coaching Groups/After Reading/Guided Reading Summary	Define and explain: Choral, Echo, Shared and Partner Reading. Choose and explain 4 of the 7 "After Reading" strategies on pp 75-78.	02/08/2010
10	85-97	Writing	Explain the following: Emergent Writing, The "Write" Stuff, Simple Adaptations, Writing/Revising/Editing/Publishing, Writing for Real Reasons	02/15/2010
11	98-109	Writing Continued		02/22/2010
12	110-124	Working with Words		03/01/2010
13	125-131 140-143	Developing Whole Class Approach Children's Books/Manufacturers		03/08/2010
LATS MEETING	PINELLAS	BOOK STUDY: WEEKS 4-13 RECAPPED AND BEST PRACTICES ASCERTAINED AND DOCUMENTED		03/10/2010

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